



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10131168
SAU: Bath School Department
School: Fisher-Mitchell School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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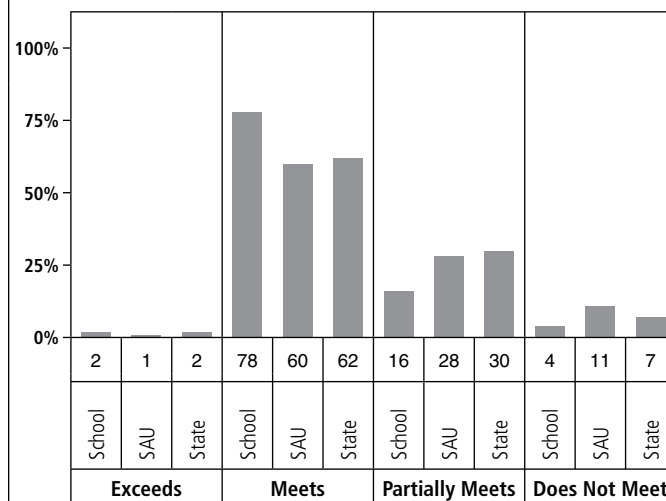
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Bath School Department
School: Fisher-Mitchell School

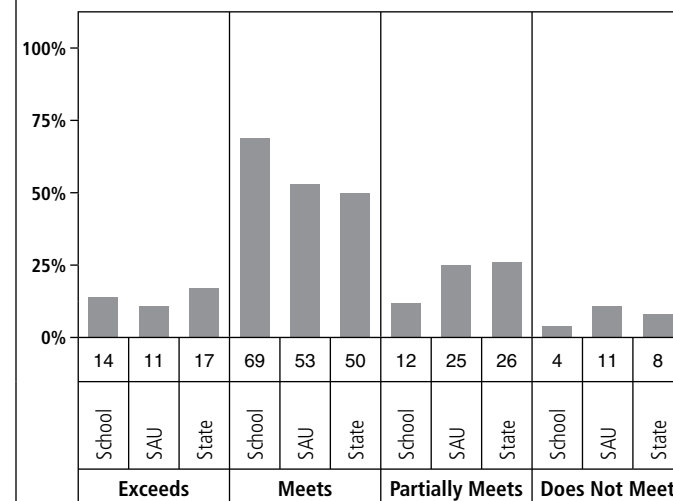
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	341	344	345
2006–2007	344	344	345
2007–2008	346	343	344
Cum. Avg. *	344	344	345
Mathematics			
2005–2006	339	341	344
2006–2007	344	344	347
2007–2008	350	344	347
Cum. Avg. *	345	343	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Bath School Department
 School: Fisher-Mitchell School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	85	100	13803	100	49	96	83	98	13714	99	49	96	83	98	13710	99												
Ethnicity African American/Black	1	2	5	6	399	3	1	100	5	100	391	98	1	100	5	100	392	98												
American Indian or Native Alaskan	1	2	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99												
Asian or Pacific Islander	1	2	3	4	210	2	1	100	3	100	205	98	1	100	3	100	206	98												
Hispanic	0	0	2	2	162	1	0	0	2	100	158	98	0	0	2	100	159	98												
Caucasian/White	48	94	74	87	12916	94	46	96	72	97	12846	100	46	96	72	97	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	3	6	10	12	2358	17	3	100	10	100	2333	99	3	100	10	100	2329	99												
Current LEP	0	0	1	1	371	3	0	0	1	100	357	96	0	0	1	100	361	98												
Economically disadvantaged	25	49	42	49	5584	40	25	100	42	100	5535	99	25	100	42	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	80	68	80	10650	77	41	80	68	80	10678	77												
Identified disability (PET/IEP)	1	2	2	3	475	4	1	2	2	3	479	4												
LEP	0	0	1	1	151	1	0	0	1	1	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	8	16	15	18	2936	21	8	16	15	18	2911	21												
Identified disability (PET/IEP)	2	25	8	53	1735	59	2	25	8	53	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	6	75	7	47	986	34	6	75	7	47	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	2	4	2	2	80	1	2	4	2	2	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Bath School Department
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	2	2	352	3
	2006-2007	2	2	2	2	332	2
	2007-2008	1	2	1	1	227	2
	Cum. Total*	3	2	5	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	23	58	66	63	8641	62
	2006-2007	56	59	56	60	8691	63
	2007-2008	38	78	50	60	8403	62
	Cum. Total*	117	64	172	61	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	11	28	27	26	3671	27
	2006-2007	32	34	31	33	3781	27
	2007-2008	8	16	23	28	4018	30
	Cum. Total*	51	28	81	29	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	6	15	10	10	1163	8
	2006-2007	5	5	5	5	1021	7
	2007-2008	2	4	9	11	938	7
	Cum. Total*	13	7	24	9	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	29.6	64.3	26.3	57.2	27.6	60.0
Literary Text	23	50	15.3	66.5	13.6	59.1	14.1	61.3
Informational Text	23	50	14.3	62.2	12.7	55.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Bath School Department
 School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	1	2	38	78	8	16	2	4	346	83	1	60	28	11	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										5	0	20	40	40	332	384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	1										3						203	1	60	31	8	344
Hispanic	0										2						158	1	52	36	11	342
Caucasian/White	46	1	2	36	78	7	15	2	4	347	72	1	65	24	10	344	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	3										10	0	30	50	20	335	2210	0	32	48	20	338
No	46	1	2	36	78	7	15	2	4	346	73	1	64	25	10	344	11376	2	68	26	4	346
Current LEP																						
Yes	0										1						348	1	36	45	19	339
No	49	1	2	38	78	8	16	2	4	346	82	1	61	27	11	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	25	0	0	18	72	6	24	1	4	344	42	0	48	38	14	340	5450	1	49	39	11	341
No	24	1	4	20	83	2	8	1	4	349	41	2	73	17	7	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	49	1	2	38	78	8	16	2	4	346	83	1	60	28	11	343	13581	2	62	30	7	344
Gender																						
Female	23	1	4	19	83	3	13	0	0	349	40	3	65	25	8	344	6567	3	65	27	5	345
Male	26	0	0	19	73	5	19	2	8	344	43	0	56	30	14	341	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										7	0	14	14	71	325	2004	0	37	49	14	339
No	49	1	2	38	78	8	16	2	4	346	76	1	64	29	5	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	354	5	0	100	0	0	354	125	11	87	2	0	355
No	44	1	2	33	75	8	18	2	5	346	78	1	58	29	12	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Bath School Department
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	0	43	39	18	340
B. less than one hour	92	1	2	35	78	7	16	2	4	347	85	1	66	23	10	344	79	2	65	28	5	345
C. one to two hours	8	0	0	3	75	1	25	0	0	344	13	0	27	64	9	338	12	2	60	31	7	344
D. more than two hours	0										1	0	100	0	0	342	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	0	0	10	83	2	17	0	0	349	26	0	57	29	14	343	29	3	62	28	7	345
B. They match some of what I have learned.	61	1	3	22	73	6	20	1	3	346	59	2	65	29	4	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	10	0	0	5	100	0	0	0	0	346	6	0	100	0	0	346	15	1	56	34	9	343
D. There is no match.	4	0	0	1	50	0	0	1	50	343	9	0	29	29	43	334	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	1	6	13	72	3	17	1	6	349	49	3	55	30	13	343	42	3	67	24	6	346
B. good	47	0	0	19	83	4	17	0	0	345	38	0	71	26	3	344	46	1	62	32	5	344
C. fair	16	0	0	6	75	1	13	1	13	345	12	0	60	20	20	342	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	10	77	2	15	1	8	345	26	0	52	19	29	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	57	1	4	23	82	3	11	1	4	348	59	2	68	26	4	345	57	2	68	26	4	346
C. easier than my regular schoolwork	16	0	0	5	63	3	38	0	0	343	15	0	58	42	0	342	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	24	0	0	9	75	2	17	1	8	342	28	0	48	30	22	338	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	57	0	0	22	79	6	21	0	0	347	52	0	67	31	2	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	18	1	11	7	78	0	0	1	11	352	20	6	69	13	13	347	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	14	0	0	7	100	0	0	0	0	354	20	0	47	29	24	342	19	3	65	27	6	346
B. 20 minutes to an hour	41	1	5	15	75	3	15	1	5	346	48	3	63	28	8	343	47	2	68	25	5	346
C. less than 20 minutes	41	0	0	14	70	5	25	1	5	344	28	0	61	30	9	343	19	1	56	35	8	343
D. I rarely read at home.	4	0	0	2	100	0	0	0	0	348	4	0	100	0	0	348	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	4	57	3	43	0	0	343	15	0	33	50	17	338	28	1	56	33	9	343
B. six to ten pages	22	0	0	7	64	3	27	1	9	343	18	0	53	33	13	341	23	1	63	29	7	344
C. eleven or more pages	63	1	3	27	87	2	6	1	3	348	67	2	69	22	7	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										43	0	0	67	33	328						
B.	50	0	0	0	0	1	100	0	0	336	43	0	0	33	67	328						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	332	14	0	0	100	0	332						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Bath School Department
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	5	5	1295	9
	2006-2007	8	8	8	9	1985	14
	2007-2008	7	14	9	11	2277	17
	Cum. Total*	15	8	22	8	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	16	40	47	45	6852	49
	2006-2007	48	51	48	51	6990	51
	2007-2008	34	69	44	53	6764	50
	Cum. Total*	98	53	139	49	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	16	40	34	32	4081	29
	2006-2007	27	28	26	28	3673	27
	2007-2008	6	12	21	25	3504	26
	Cum. Total*	49	27	81	29	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	8	20	19	18	1638	12
	2006-2007	12	13	12	13	1193	9
	2007-2008	2	4	9	11	1044	8
	Cum. Total*	22	12	40	14	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.1	67.3	9.1	60.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.4	74.3	9.6	68.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	2.8	56.0	3.2	64.0
Cluster 4: Patterns	14	29	9.5	67.9	8.5	60.7	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Bath School Department
 School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	7	14	34	69	6	12	2	4	350	83	11	53	25	11	344	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										5	0	20	20	60	320	390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	1										3						204	18	48	25	9	347
Hispanic	0										2						159	6	50	31	13	342
Caucasian/White	46	7	15	31	67	6	13	2	4	350	72	13	53	26	8	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	3										10	10	20	40	30	333	2208	6	35	37	21	338
No	46	6	13	33	72	5	11	2	4	350	73	11	58	23	8	346	11381	19	53	24	5	349
Current LEP																						
Yes	0										1						357	8	29	37	26	336
No	49	7	14	34	69	6	12	2	4	350	82	11	52	26	11	344	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	25	1	4	17	68	5	20	2	8	345	42	2	52	29	17	340	5452	9	45	33	12	343
No	24	6	25	17	71	1	4	0	0	355	41	20	54	22	5	349	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	49	7	14	34	69	6	12	2	4	350	83	11	53	25	11	344	13584	17	50	26	8	347
Gender																						
Female	23	5	22	15	65	3	13	0	0	354	40	15	53	23	10	347	6565	15	49	27	8	347
Male	26	2	8	19	73	3	12	2	8	346	43	7	53	28	12	342	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										7	0	14	43	43	326	2004	5	39	41	15	339
No	49	7	14	34	69	6	12	2	4	350	76	12	57	24	8	346	11585	19	52	23	6	349
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	365	5	40	60	0	0	365	125	70	30	0	0	366
No	44	5	11	31	70	6	14	2	5	348	78	9	53	27	12	343	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Bath School Department
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	9	40	33	18	340
B. less than one hour	92	7	16	31	69	6	13	1	2	351	85	11	57	21	10	345	79	18	52	24	6	348
C. one to two hours	8	0	0	3	75	0	0	1	25	340	13	0	36	45	18	336	12	16	48	27	8	347
D. more than two hours	0										1	100	0	0	0	362	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	39	4	21	13	68	1	5	1	5	353	36	20	50	23	7	349	37	22	50	22	6	350
B. They match some of what I have learned.	45	3	14	14	64	5	23	0	0	349	48	8	53	30	10	343	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	0	0	7	88	0	0	1	13	345	13	0	73	18	9	344	12	9	44	36	11	342
D. There is no match.	0										2	0	0	0	100	304	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	2	14	10	71	2	14	0	0	353	27	19	48	29	5	350	39	25	48	20	7	350
B. good	53	5	19	16	62	3	12	2	8	349	56	11	55	25	9	345	46	14	52	27	7	347
C. fair	16	0	0	7	88	1	13	0	0	347	13	0	80	20	0	346	12	8	49	35	9	343
D. poor	2	0	0	1	100	0	0	0	0	348	4	0	33	33	33	331	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	9	100	0	0	0	0	349	24	0	55	15	30	336	17	7	41	35	17	340
B. about the same as my regular schoolwork	61	6	20	17	57	5	17	2	7	350	54	16	51	27	7	346	59	18	53	24	5	349
C. easier than my regular schoolwork	20	1	10	8	80	1	10	0	0	351	22	11	56	33	0	348	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	3	23	8	62	2	15	0	0	352	30	17	38	29	17	342	32	13	47	30	10	345
B. two or three days a week	40	3	16	12	63	2	11	2	11	350	43	11	54	20	14	345	30	20	52	23	5	349
C. two or three times each month	23	1	9	8	73	2	18	0	0	349	20	6	63	31	0	347	19	20	53	21	6	350
D. never or almost never	10	0	0	5	100	0	0	0	0	348	7	0	83	17	0	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	12	1	17	4	67	0	0	1	17	353	12	10	40	20	30	342	7	5	34	40	20	338
B. two or three days a week	31	4	27	8	53	3	20	0	0	351	29	17	46	38	0	347	18	15	50	27	8	346
C. two or three times each month	31	2	13	10	67	2	13	1	7	352	29	8	54	21	17	344	28	21	53	21	4	350
D. never or almost never	27	0	0	12	92	1	8	0	0	345	30	8	64	20	8	343	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	4	100	0	0	0	0	346	11	0	67	22	11	339	16	8	42	36	13	342
B. 30–45 minutes	43	4	19	13	62	3	14	1	5	351	32	15	58	15	12	347	30	14	53	26	7	347
C. 45–60 minutes	39	2	11	15	79	1	5	1	5	350	47	8	53	32	8	344	32	22	51	22	5	350
D. more than 60 minutes	10	1	20	2	40	2	40	0	0	348	10	25	38	25	13	346	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										43	0	0	0	100	310						
B.	50	0	0	1	100	0	0	0	0	342	43	0	33	67	0	340						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	334	14	0	0	100	0	334						